

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

695 Park Avenue
New York 21, N. Y.

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Romance Languages

New York September 27, 1965

Dr. Stephen H. Freeman
Division of the Languages School
Middlebury College
Middlebury, VT

Dear Dr. Freeman: I returned
to New York after a short
vacation, and I have already
started my work in Hunter.
I hope you have had time
to have a little relax and
vacation.

I am including herewith
the report on the Spanish School,
last summer. I will write
to you later with some sugges-
tions about possible plans to

celebrate the 50th anniversary
of the Spanish School.

Last summer was a
very pleasant one for me and
my wife, and I enjoyed
to work under your direction

Sincerely Yours

Enrico Gygler

1965

Enrollment. The school has kept its enrollment up to capacity. The total enrollment was almost the same as that of the previous summer. We had 268 students on campus and 25 in the village.

As in 1964, we had to reject many applicants due to the lack of accommodations; and we did not allow many others to live in the village. We limited the permission to live in the village to two categories of students: 1) to those married; 2) some Ph.D. candidates.

The rise in the level of academic performance as a result of the transformation of the school into a full graduate school has continued and was even more evident than in the previous summer.

We had only three undergraduates students, all of them from Middlebury College. I recommend that we waive the rules and admit an undergraduate student only in those very exceptional cases where the student has a high academic record or may be useful in the theater or other extra-curricular activities, which was not the case this summer.

Screening of applicants. I think that we should try to find a device to screen applicants on their merits. The chronological order we have followed until now, imposed by many circumstances, has many drawbacks. because it eliminates very good students and forces us to take very bad ones. As a first step in the way of a screening based on personal merit, I propose to refuse admittance to any student who has received two Cs in our school.

Spanish Speaking Students. The group is increasing every summer. Some of the students come with foreign degrees which must be evaluated. We must follow a strict method in the evaluation of foreign degrees. We have already established that no Spanish speaking student be allowed to enter a conversation course. Regarding grammar and composition the matter is more complicated. Grammar should be taken by those students with degrees other than those of Master of Arts or Sciences in their respective countries. Composition, which includes in our school selective translation and discussion of grammatical problems, should be taken by all.

Appointment of a permanent secretary. One of the reasons for not being able to screen applicants on their academic merits is due to the heavy burden which it would entail for the Dean who is already overburdened. We need the appointment of a permanent secretary to help the Dean in the winter to discharge some of those cumbersome chores and to start screening the students.

The Session. The weather in general was very good but, nevertheless, played havoc with our two picnics and with the dinner outdoors, which had to be canceled on account of rain.

The weather and the swimming pool kept the students on the campus in the afternoon more than other summers.

Literature Courses. The large enrollment was felt again more in the literature and civilization courses because the language courses with different sections (seven in conversation and five in composition, grammar and phonetics) could distribute and spread the impact through the various sections.

The Spanish Civilization course had more than seventy students; and others (Spanish Contemporary Novel, Drama of the Golden Age and Don Quixote) more than sixty.

Two visiting professors, Dr. Carlos Claveria and Dr. Raul Castagnino had great success both as teachers and human personalities.

This summer I required that the Ph.D. candidates take courses from among a select number of courses of doctoral level, either because of the qualifications of the professor, the approach, or the material. I limited the courses to seven: two by Professor Casaldueiro (Drama of the Golden Age and the Nineteenth Century Drama); two by Professor Claveria (Don Quijote and History of the Spanish Language); two by Professor Castagnino (Theater in the Rio Plata Nations and Stylistics). This last mentioned course, devoted to literary analysis, was especially designed to give intensive work in the principles of literary criticism.

The literature courses were fairly distributed between Spain and Latin America. The students had a varied choice both in the different literary forms and the different periods. The drama has a great share: Drama of the Golden Age by Professor Casaldueiro, Nineteenth Century Drama also by Professor Casaldueiro, the Theater of the Rio Plata Nations by Professor Castagnino. There were three courses in the novel: Don Quixote by Professor Claveria, Latin American Novel by Professor Carlos Ripoll and Spanish Contemporary Novel by Professor Gonzalez; two courses in the essay: Latin American Essay by Professor Ripoll and Spanish Contemporary Essay by Professor Posada. Whereas last year we had several courses in poetry, this year we had only one: Spanish Contemporary Poetry by Professor Posada. Latin American Colonial Literature was given by Professor Alvarez Morales and Spanish Civilization by Professor Manuel Asensio. Professor Claveria, an outstanding Spanish linguist, lectured on the history of the Spanish Language.

Language courses. As I said in my last report (1964), we needed a competent professor of phonetics. For that reason I invited Professor Xavier Fernandez who had been teaching phonetics with us for many years, and he met with great success in directing those courses. To substitute for Professor Bonilla, who resigned for personal reasons, I appointed Professor Gabriel Rosado who was a good teacher and an asset as a member of the cast of El burlador de Sevilla.

The composition courses were directed by Professor Manuel Asensio and those in conversation by Professor Alvarez Morales, both with great experience in their respective fields. The grammar courses were directed by Professor Rafael Osuna who proved to be an able director of the courses.

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Bookstore. The higher academic standard of the school was reflected in the sales in our bookstore. Sales totaled 4,578, which represents an increase of more than 500 over the previous summer.

Extracurricular activities: Singing, Dancing and Theater. As Professor Roberto Ruiz, the person who for many years was in charge of directing the singing group was not coming, I appointed in his place a young teacher, Mrs. Jacqueline Lachapelle, who did a creditable job. Mrs. Electa Rodriguez Arenal gave dancing lessons in the afternoon and coached a dancing group for the Varieties program.

The theater was paramount in our curricular activities. Mr. Roberto Rodriguez is a very able director. His main contribution this summer was the staging of El burlador de Sevilla, one of the best Spanish comedies of the Golden Age, to which he added an excellent musical background. The Varieties Show put on by the students is always a successful feature of the Spanish extracurricular activities program. The students also put on selections from four Spanish plays. Another interesting program was a dramatic reading of several medieval Spanish ballads by six professors of the School with introductory remarks made in each case by Professor Rosado.

Enrich Guzmán López

New York

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